DOCUMENT RESUME

ED 243 038 CG 017 409

AUTHOR McBeath, Marcia; And Others
TITLE Dropout Prevention: The Name of the Game Is Success. Symposium Papers.
PUB DATE 21 Mar 83
NOTE 22p.; Symposium papers presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Counseling Techniques; *Dropout Prevention; High Schools; High School Students; *Instructional Innovation; *Program Design; Reinforcement; *Remedial Instruction; Self Esteem; Teaching Methods
IDENTIFIERS *Fresh Start Minischool DC

ABSTRACT

These symposium papers describe the Fresh Start Minischool, a high school dropout prevention program in Washington, DC. The first paper, by Marcia McBeath, describes the program participants and the quantitative results of a 3-year study of the program. Data are presented on selection procedures, yearly group compositions, measures of self-esteem, and academic achievement. The second paper, by Roosevelt Hairston, focuses on the four elements of the counseling component of the program: academic tutoring, home visitation, extracurricular activity scheduling, and individual counseling. The theoretical and practical aspects of each element are discussed. The third and final paper, by Patricia C. Harrison, presents the academic component of the program, which was based on a continuous progress, no fail system. Time format, competency measures, grades, reporting system, unit of credit, instructional format, and student maintained progress records are discussed. The effects of the academic program on students' self-esteem and progress are discussed, as well as the benefits of interdisciplinary instruction and the use of teacher volunteers. The paper concludes with a discussion of the types of tangible reinforcement used in the program and their effectiveness. (BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED243038

SYMPOSIUM*

Dropout Prevention: The Name of The Game Is Success

PAPERS:

The First Fresh Start Minischool Group: The Beginning and The End

Marcia McBeath
Division of Quality Assurance
District of Columbia Public Schools

The Counseling Component of The Fresh Start Minischool

Roosevelt Hairston
Ballou High School
District of Columbia Public Schools

The Academic Component of The Fresh Start Minischool

Patricia C. Harrison
Instructional Services
District of Columbia Public Schools

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

REACTOR: Warren Simmons
N.I.E.
Washington, DC

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PROGRAM RECORDER: Sukai Prom
Division of Quality Assurance
District of Columbia Public Schools

CG017409

* Presented at the American Personnel and Guidance Association National Convention in Washington, DC, March 21, 1983

THE FIRST FRESH START MINISCHOOL GROUP: THE BEGINNING AND THE END*

Marcia McBeath
Division of Quality Assurance
District of Columbia Public Schools

True experimental designs are relatively rare in educational field research but the Fresh Start Minischool program in the District of Columbia Public Schools was successful in carrying out such a three year study.

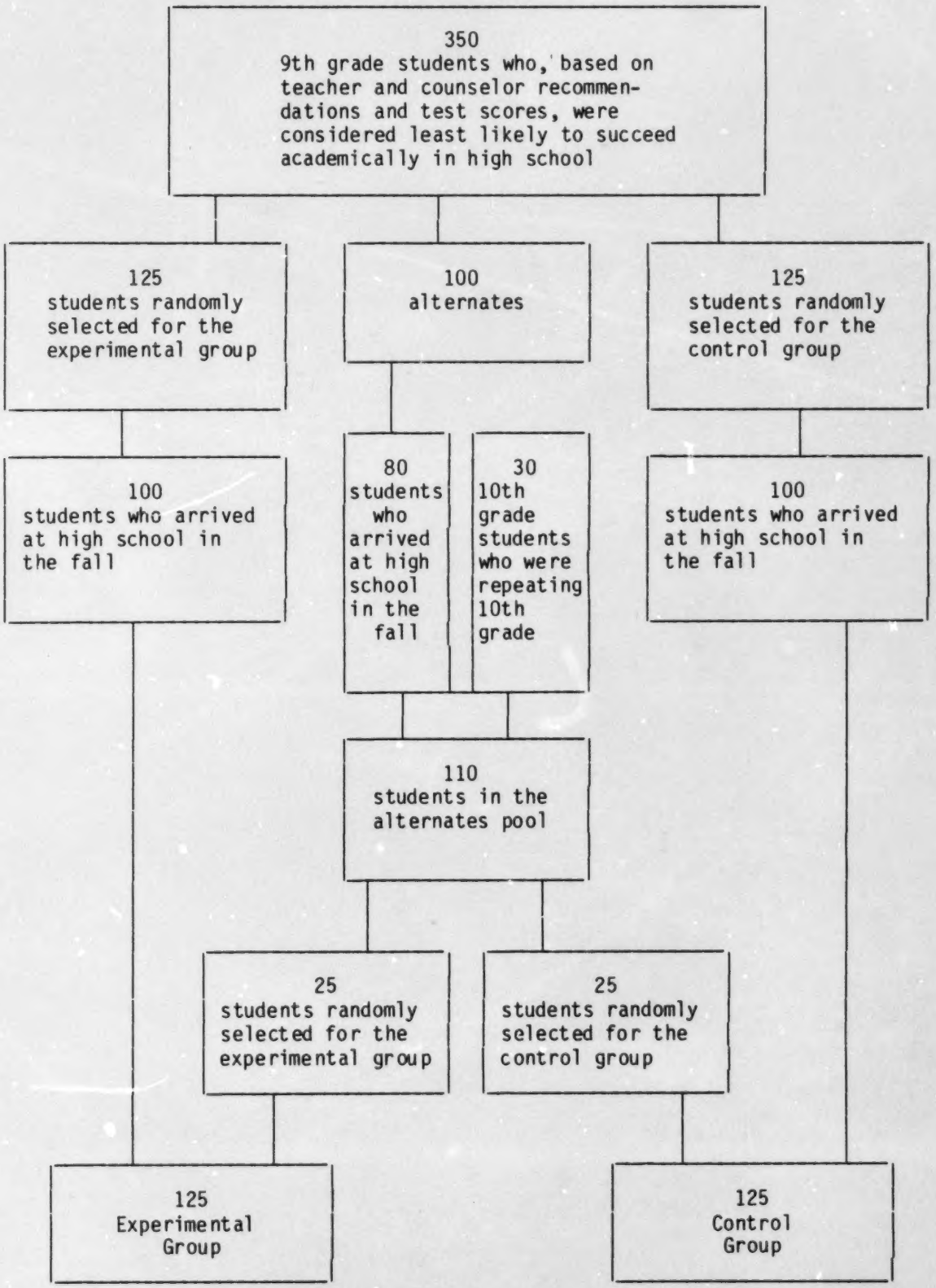
In the spring of 1978, 350 ninth grade students who, based on teacher and counselor recommendations and test scores, were considered least likely to succeed academically in high school, became the nucleus for the Fresh Start program. Of these students, 125 were randomly assigned to an experimental group, 125 to a control group and 100 to an alternate group. In the fall of 1978, approximately 100 students from the experimental and control groups, and 80 of the alternates arrived at Ballou High School, the rest having dropped out of school or moved away during the summer. To the 80 alternates were added 30 students who were repeating the 10th grade. From these 110 alternates, students were randomly assigned to complete the experimental and control groups, with 125 in each. (See Figure 1.)

---

* This paper was part of a symposium, presented at the American Personnel and Guidance Association national convention in Washington, D.C., March 21, 1983.

Figure 1

SELECTION PROCEDURE FOR FRESH START MINISCHOOL PROGRAM


350
9th grade students who, based on teacher and counselor recommendations and test scores, were considered least likely to succeed academically in high school
125
students randomly selected for the experimental group
100
alternates
125
students randomly selected for the control group
100
students who arrived at high school in the fall
80
students who arrived at high school in the fall
30
10th grade students who were repeating 10th grade
100
students who arrived at high school in the fall
110
students in the alternates pool
25
students randomly selected for the experimental group
25
students randomly selected for the control group
125
Experimental Group
125
Control Group

The Fresh Start students (the experimental group) received the counseling and academic program which will be described in the next two papers. The control group students were placed in regular classes, continuing the normal procedure from previous years. The effect on holding students was dramatic as may be seen in Table 1.

Table 1

PROJECT STUDENTS AT BALLOU THE END OF EACH YEAR
IN THE PROJECT - ORIGINALLY 125 IN EACH GROUP

1978-1979

	In School		Not In School	
	Number	Percent	Number	Percent
Fresh Start	113	90	12	10
Control	94	75	31	25

X^2 = 10.139, difference significant at .01

1979-1980

	In School		Not In School	
	Number	Percent	Number	Percent
Fresh Start	106	85	19	15
Control	64	51	61	49

X^2 = 32.426, difference significant at .001

1980-1981

	In School or Graduated		Not In School	
	Number	Percent	Number	Percent
Fresh Start	76	61	49	39
Control	38	30	87	70

X^2 = 23.284, difference significant at .001

During the first year of the program, 10% of the Fresh Start students were no longer at Ballou, while 25% of the control students had left. By the end of the second year, 15% of the Fresh Start students had left Ballou, while 49% of the control group were no longer there. At the end of the third year, 39% of the Fresh Start vs. 70% of the control group had left.

Some of the students from both groups who remained at Ballou had not completed the three year high school program in the given three years. They were either "In Progress" if Fresh Start students or repeating grades, if they were of the control group. However, as may be seen in the center chart Table 2, 44 of the original 125 experimental students (35%) graduated in the normal three year span, while only 16 of the original 125 controls (13%) had graduated from high school.

Table 2

STUDENTS WHO DROPPED OUT OR TRANSFERRED

Group	Number at Start of Study	Number Dropped Out Or Transferred	Percent Dropped Out or Transferred	Significance of the Difference Between The Two Proportions	
				Z	Level
Experimental	125	49	39	4.79	.001
Control	125	87	70		

STUDENTS WHO GRADUATED

Group	Number at Start of Study	Number Graduated	Percent Graduated	Significance of the Difference Between The Two Proportions	
				Z	Level
Experimental	125	44	35	2.66	.01
Control	125	16	13		

STUDENTS WHO GRADUATED PLUS THOSE WORKING TOWARD GRADUATION

Group	Number at Start of Study	Number Graduated Plus Those Continuing	Percent Graduated Plus Those Continuing	Significance of the Difference Between The Two Proportions	
				Z	Level
Experimental	125	76	61	4.32	.001
Control	125	38	30		

Remember that the students in both groups were the lowest achievers of entering students, those who had been meeting failure most of their lives. To find 70% leaving school before graduating as seen in the control group in the first chart under Table 2, is not unusual in this type of population.

The value of keeping these students in school is evidenced in the literature. According to a study reported in Urban Education ("Black Dropouts" by Ronald L. Richardson and S. Craig Gerlach, vol 14, no. 4, January 1980) there has been a rapidly increasing minority student dropout rate during the past decade. The unemployment rate in 1978 for dropouts was more than twice that for high school graduates ("School Dropouts, A Discussion Paper" by Catherine Camp et al ERIC ED 191 959, May, 1980.) The article also cites a study showing that public welfare costs are higher for school dropouts over a lifetime, and another illustrating the relationship between youth crime and delinquency, and leaving school.

A literature review ("Why Do Students Drop Out of School?" by Constance Timberlade, ERIC ED 189 502, June, 1980) emphasized the disproportionate number of black female dropouts. Table 3, below, shows a breakdown by sex of project students at the end of two years of the program.

Table 3

PROJECT STUDENTS AT BALLOU AT END OF TWO YEARS, BY SEX

	MALE				FEMALE			
	In School		Not In School		In School		Not In School	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fresh Start	58	84%	11	16%	48	86%	8	14%
Control	39	56%	31	44%	25	45%	30	55%

Although the difference is not statistically significant the percentage of females in the control group who remained in school was 11 percentage points lower than males, while in the Fresh Start group, it was 2% higher.

The Fresh Start program did more than just keep students in school. It also helped to increase their self esteem as measured by the Self-Esteem Inventory. The Self Esteem Inventory's reliability, validity, and scoring norms are described in ESAA report number 6-73/74. The author states that it was "designed to provide a general assessment of self-esteem for students with limited reading skills." No difference was found between ethnic groups in the standardization sample. Although the original norming group was small (162 students in 10 classrooms in different high schools), reliability and validity measures suggest that the instrument is acceptable for group assessment.

Table 4 compares the 10th grade experimental and control groups samples and an 11th grade experimental group sample with the standardization sample.

Table 4

SELF-ESTEEM OF THE CONTROL GROUP SAMPLE, SPRING, 1979 AND THE FSMS SAMPLES, SPRING, 1979 AND 1980, AS MEASURED BY THE SELF-ESTEEM INVENTORY

	Mean	S.D.	Number	t-Score*	Significance
Standardization Sample	34.1	4.05	162		
10th Grade Control Group Sample	34.3	3.73	29	1.043	Not Significant
10th Grade FSMS Sample	35.7	3.88	27	2.301	Significant at .05
11th Grade FSMS Sample	37.1	2.88	62	8.197	Significant at .001

* t-test for the Difference Between a Sample Mean and a Population Mean

At the end of one year in the program, students in the control group random sample tested similarly to the standardization sample. The experimental group random sample, however, scored significantly higher (at the .05 level). An 11th grade Fresh Start sample the following year continued the trend, with the difference between their scores and the standardization sample being significant at the .001 level.

These results were qualitatively validated by the counselor, the teachers and the project director who observed pride building in the students.

Academic gains were the most difficult area to measure. After years of failure, the students did not like to take standardized tests and they frequently stayed away or left school during those times. Since the testing was not district-wide, it was especially difficult to have control group participation. Table 5 shows results of the CTBS for the experimental and control group students taking the test during their junior year.

Table 5

CTBS FORM R3 RESULTS FOR FSMS AND CONTROL GROUP STUDENTS
WHO TOOK THE POST-TEST, SPRING, 1980

	FSMS N = 43*		Control N = 12**		
Sub-Test	Raw Score	Grade Equivalent	Raw Score	Grade Equivalent	t-test for Independent Samples
Reading Vocabulary	18.63	6.3	13.50	4.8	Not sig. at .05
Reading Comprehension	22.44	5.3	19.17	4.6	Not sig. at .05
Math Computation	28.63	6.8	19.00	5.1	Sig. at .01
Math Concepts	18.42	7.1	11.92	4.6	Sig. at .01
Math Application	9.33	5.8	6.92	4.6	Sig. at .05
Study Skills (Reference Materials)	12.42	6.2	9.75	5.1	Sig. at .05
Study Skills (Graphic Materials)	12.00	5.9	8.58	4.5	Sig. at .05

* 43 = 41% of the Fresh Start Students

** 12 = 19% of the Control Croup Students

With only 19% of the control group represented, the results must be interpreted cautiously. However, it must be emphasized that all of the students started out with few basic skills, many of them testing at the first and second grade level. Academic achievement has taken place, students have learned that they can achieve and that persistency pays off.

The results of the Fresh Start Minischool Project suggest that such a program keeps students in school, adds to their academic skills and helps them to maintain a positive feeling about themselves.

THE COUNSELING COMPONENT OF FRESH START MINISCHOOL*

Roosevelt Hairston
Ballou High School
District of Columbia Public Schools

The counseling component of the Fresh Start Minischool program at Ballou Senior High brought four important services to our students. First was the tutoring provided for students in reading and mathematics. Next was the home visitation program. Third was the scheduling of extracurricular activities, and fourth was the one-on-one counseling. Briefly I would like to expound upon each of these services and discuss how they contributed to the overall goals of the program.

The counseling component was designed to give not only support to students in striving to reach their potential, but also to create within each student a deeper sense of self-pride and self-worth, which would lead to behavioral and attitudinal changes evident both in the classroom and the community.

As professionals dedicated to helping people reach their potential, we know from first hand experiences people become more open as they live and work in an atmosphere in which they feel accepted, find it unnecessary to be defensive and closed, and have access to many new experiences. One of our goals in the counseling component of the Fresh Start Minischool program was to assist students in gaining this sense of belonging and acceptance through individual and group tutoring as well as assistance with homework. Many of the students in this program, because of poor academic performance, felt as though they were not accepted by peers and sometimes even by teachers. Since

---

* This paper was part of a symposium, presented at the American Personnel and Guidance Association national convention in Washington, D.C., March 21, 1983.

these students were several levels behind in reading and mathematics, there was simply not enough time in a 45-50 minute period to address their special needs. Such students need additional assistance and in many cases, if this assistance is not provided, they drop out of school and become a social burden for the rest of their lives.

In an effort to assist the students in gaining a sense of belonging and a greater degree of self-worth through academic success, we offered them an opportunity to increase their proficiency in reading and mathematics by scheduling specific evenings after school for tutoring and for assistance with homework. We felt that this was necessary because, for many students poor academic performance was the root of their problem in reference to negative attitudes toward school. They were not progressing in their classes. Therefore, they felt left out and had low self-esteem. As a result of low self-esteem students may become behavior problems or simply decide not to attend classes. We felt that as our students' academic skills increased, so did their feeling of belonging and self-esteem.

A.H. Maslow and many other experts in the behavioral sciences have written books emphasizing the importance of feeling accepted by the group. Maslow suggests that the force which causes people to stay and work within an organization is a hierarchy of needs which move in order of satisfaction from physiological requirements, to security, to social needs, to esteem, to autonomy, to self-actualization. As needs are met at lower levels, higher level needs emerge. If this be the case, before students can even attempt to fulfill higher level needs, the need of belonging must be fulfilled. Therefore, we felt that more emphasis should be placed on helping students gain a feeling of belonging and acceptance, especially when we realize the tremendous burden placed on society by our neglected high school dropouts.

Another important role of the counseling component of the Fresh Start Minischool program was that of one-on-one counseling. Since many of our students in this program had experienced failure in academic classes throughout their school career, many emotional or adjustment problems needed to be overcome. Because of emotional handicaps, students relative freedom of choice in social and emotional endeavors are limited. This reduction of personal maneuverability and flexibility in a changing environment increases the individual's difficulties in adapting to the pressures and changes of life. As a result the emotionally handicapped student shows increasing susceptibility to behavioral difficulties and interpersonal friction. In the classroom this loss of freedom affects the child's educative and social experiences and results in noticeable susceptibility to one or more of the following patterns: (1) An inability to learn, which cannot be explained by intellectual, sensory, neurophysiologial, or general health factors; (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) A general pervasive mood of unhappiness or depression.

These symptoms of emotional problems were observed by many of the professionals working with the Fresh Start Minischool students and we found it necessary to schedule one-on-one counseling sessions to help students overcome these barriers to learning. In addition to the project counseling, school psychologists, social workers and outside agencies were frequently used in an attempt to assist students in learning to adjust to changing situations in both school and community environment.

A third important phase of the counseling component of the Fresh Start Minischool program was the home visitation component. This, we felt was very important. We, in the Fresh Start Minischool program, felt that parents were

genuinely interested in the welfare of their children. Therefore, informing them of problems that existed at school involving their children was one of the fundamental steps in assisting students in solving these problems. We saw that the well informed parents were more cooperative and felt that the school cared what happen to their children. It also made the parents feel more involved in the educative process. We felt that the schools could do very little without the cooperation of concerned parents. Home visitations and school conferences as well as telephone contacts with parents were of utmost importance.

A final function of the counseling component of the Fresh Start Minischool program was that of scheduling activities that would enhance the educational process and help increase feelings of self-worth within each student. These trips and activities were designed to assist students in developing more positive attidudes toward school and to provide opportunities for them to participate in group activities which promoted group interaction and mutual respect. We found that sports activities provided an opportunity for students to develop a sense of pride because they were successful in doing something well. Many of the students in the Fresh Start Minischool program were not able to play on varsity teams because of academic deficiencies. Affording them an opportunity to work with a team and play competitive sports after school on one of the Fresh Start Minischool program teams extended to them a chance to experience success, which led to more success in the classroom. We organized a basketball team, a skating club, a bowling team, and offered tennis lessons. With the motivation of this variety of activities and the kinds of special assistance offered by this program many students progressed and are graduating who probably would not otherwise have earned their high school diplomas.

The feelings of the staff associated with the Fresh Start Minischool program at Ballou Senior High is that the most important resource in this country or any country is its human resource. Therefore, we are committed to assisting students in reaching their potential, by attempting to provide special services for those students who need assistance the most, and who are in many instances neglected; namely the student who is three or more levels behind in reading or mathematics and who is frustrated with the system and about to drop out of school. It is our opinion that if society does not attempt to meet the needs of these young people now, the toll will be too great later.

In summary, the counseling component of the Fresh Start Minischool is an outreach program whose ultimate goal is to help students complete high school by assisting in eliminating obstacles that prevent the student from reaching his or her potential academically. We strive to do this by providing a non-threatening atmosphere, by staying in contact with parents, by providing academic assistance whenever necessary, and by assisting the student in developing a positive self-image.

THE ACADEMIC COMPONENT OF THE FRESH START MINISCHOOL PROGRAM*

Patricia C. Harrison
Instructional Services Center
District of Columbia Public Schools

Invent a program to teach academic skills to young people who have not grasped those skills in nine to ten years of schooling? They said it couldn't be done, and I with a chuckle replied that maybe it couldn't, but I'd be the one who wouldn't say so till I tried. With this attitude, I assembled a group of teachers, parents, administrators, and students in far Southeast Washington. Together, we designed a program to keep borderline students in school and to graduate them with measurable academic skills. To determine clearly our degree of success, we decided to select both an experimental group and a control group. Then, we were off and running, bent on doing the "impossible."

The Fresh Start Minischool was developed with specific educational goals in mind. Prospective tenth grade students selected for the program had a history of poor academic performance and low skills attainment. We recognized that these conditions resulted from a wide range of socioeconomic as well as other experiential and physical factors, and that these factors were still present in the students' lives.

While the counseling segment of the program worked for positive change in the affective domain, the academic segment moved toward increased competencies through an alternative system of instruction, recordkeeping, grading, and reporting progress. The team agreed that we would avoid social promotion, no matter how hard students "tried" to do the work. They actually had to

---

* This paper was part of a symposium, presented at the American Personnel and Guidance Association national convention in Washington, D.C., March 21, 1983.

demonstrate required competencies in order to complete each course. We believed that every student could succeed.

A continuous progress, no fail system was adopted for the program. Each student progressed at his or her own rate toward an end point called success. Success was measured by satisfactory completion of course objectives. We eliminated time as a determinant of the end of a given course. Every course had a variable time format that could fluctuate from less than one year to three years, depending on the needs of the individual students. For example, students were required to take three years of mathematics. They were to learn as many skills as possible during the three years, starting at whatever levels their entry level tests indicated were appropriate. During that three year period, Student "A" might master enough competencies to complete Personal Mathematics (a basic math course) and Algebra 1. Student "B" might complete only Personal Mathematics. Student "C" might complete Personal Mathematics, Algebra 1, and Geometry.

Each course, when successfully completed, provided one Carnegie Unit of credit. We recognized that the Carnegie Unit is based on time spent in the classroom and is not entirely appropriate for competency based learning. Yet we were bound by the school system's structure and policy with regard to awarding course credit. Fortunately, we were not bound by the A, B, C, D, F system of grading. Since all students worked toward success, there could not be D or F grades indicating minimal passing or failure. A course could only be completed when a student had acquired 70% of the competencies required for that course. The level of achievement for each competency was set at 90 to 100% for mastery (indicated by "M") or 80 to 89% for satisfactory (indicated by "S"). Students were pre- and posttested on each competency. It was possible to "test out" of a given skill with a score of 80% or better.

Students scoring less than 80% received instruction in the given skills. They were rated IP (In Progress). Instruction was delivered to small groups, individual students, or the whole class, depending on student need. Techniques included lectures, individual learning packages, learning stations, filmstrips, listening stations, manipulatives, laboratory work, special projects, peer instruction, tutoring, class discussions, and individual teacher-student conferences. For many learning activities, students corrected their own work using answer sheets or answer cards. For tests, the teacher corrected the papers.

Students kept a record of their progress in individual folders where they could check off each skill as they completed it. In addition, large charts in each classroom showed the number of skills mastered by each student in a class. Identification numbers were used instead of names to protect the identities of the students. Progress on some teachers' charts was indicated by color coding: yellow for In Progress, orange for Satisfactory, and red for Mastery. This choice of colors allowed the teachers to cover an In Progress Code with a Satisfactory or Mastery code. The charts looked like bar graphs so that a casual observer could determine the progress of a class quickly.

The same detailed list of skills was indicated in the students' folders, on the classroom progress charts, and on the student progress report that went to parents at the end of each nine week advisory. In this way, parents had a detailed record of which skills their children had learned and which ones they needed to learn in order to complete each course. The director and counselor made themselves available to explain this detailed report card to parents. Letters, phone calls, school conferences, and home visits were utilized to accomplish this purpose.

Since this method of assessing student progress was radically different from the norm, there was some pressure from parents and administrators to convert the M and S ratings to letter grades when students completed a given course. A conversion formula was devised to give final grades of A, B, or C depending on the percentage of competencies mastered and the overall level of mastery for each course. These grades appeared on the regular school report card.

If students had not completed the requirements for a course in June, they received a grade of IP (In Progress) on the Fresh Start Student Progress Report, and I (Incomplete) on the regular school report card. This procedure was effective insofar as students understood that they (a) had not failed the course; (b) had not received credit because they had not completed it; (c) would have an opportunity to complete the course successfully. At the end of the 1978-79 school year, the first year of operation for Fresh Start, 61% of the grades were IP rather than failure.

A summer school program was established so that students could continue their progress and avoid the regression that so often plagues the educative process during the summer. Many students were able to complete at least one course during the summer. Others came back the following fall to complete their course work, taking up where they had left off the previous spring. For students not attending summer school, some review was necessary to counteract regression.

Students began to develop a sense of responsibility for their own rate of progress. They reminded teachers to keep their charts up to date. They bragged when they finished particularly difficult objectives or a certain percentage of objectives. They beamed when they completed the requirements for a given course, knowing that they could immediately begin the next higher level course in that area.

The four subject areas involved in the program were science, English, mathematics and social studies. Teachers met together to plan interdisciplinary units whenever possible. They also met to discuss particular students' needs and to plan strategies for meeting those needs. These interactions provided reinforcement of certain skills across subject areas, such as study skills, reading skills, research skills, and use of the metric system. The students were aware that their Fresh Start teachers were working as a team to deliver an effective instructional system.

Teachers volunteered to participate in the Fresh Start program. They were all concerned about high school students in need of remediation, but most had no formal training in remediation. Like most secondary teachers, they were subject area specialists and they were, by training, content oriented.

To help prepare these instructors to integrate remedial reading and mathematics skills into the prescribed secondary course materials, the director arranged for the teachers to take free courses for graduate credit. These included "Diagnosis and Remediation of Reading Deficiencies", "Diagnosis and Remediation of Mathematics Deficiencies", and "Effective Interpersonal Communication for Educators." In addition, staff development was provided by D.C. Public Schools supervisory personnel at the request of the minischool director, based on teacher observation and expressed teacher interest. Informal meetings with teachers provided more opportunities for staff development.

Fresh Start students received incentives for academic achievement in the form of certificates, baked goods, and small prizes awarded during Fresh Start assembly programs. These learners were recognized by their peers and their teachers for various levels of achievement. Certificates were awarded, for

example, to "the reluctant achiever in laboratory science." The recipients would be students who had to be prodded, but who finally got going and met the required objectives. Awards went to "the most improved student" in specific subjects, "the super scientist", "the most persistent student", and "the most outstanding student", among others.

Students confided to the director that they or their parents had framed these certificates and hung them on the wall, and that the certificates were the first they had ever earned. As their confidence was bolstered through this kind of recognition, the students became more determined to stay in school and to succeed.

As indicated by a statistical comparison of Fresh Start and control group students, the Fresh Start students did stay in school and achieve to a significantly greater degree than did the control students. Dropout prevention was achieved in the Fresh Start Minischool.